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AUTHOR Harrison, Cynthia
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ABSTRACT

Issues and findings are synthesized from six invitational regional dialogues attended by 730 representatives of the 80% of women in the work force who are concentrated in low-paying, low-status jobs. The discussion of the needs and concerns of this population makes reference to (1) answers to questionnaires (appended, together with compiled data breakdown) distributed at the dialogues: (2) recorded discussion and documentation that occurred in the small-group sessions of each dialogue; and (3) panel discussion and dialogue with participants. Topics covered include barriers to participation in postsecondary education and training, such as faculty attitudes, admissions practices, and lack of money and time. Other problems discussed are lack of on-the-job training opportunities, compounded by lack of opportunities for women once trained: discrimination; lack of counseling and biased or traditional counseling attitudes to women: and why some "solutions," such as educational benefits on the job, have not worked. The report gives recommendations arising from the dialogues, including (1) strong enforcement of federal anti-discrimination laws: (2) a demonstration program to establish costs and benefits of stimulating, by tax and other incentives, employer subsidies for employee education and training: (3) funding to augment local counseling service availability, especially to promote nontraditional occupations: (4) government support for flexible working hours: (5) government support for more child care services: and (6) greater range and availability of training courses during evening and weekend hours. (CP)

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WORKING WOMEN SPEAK:

Education, Training, Counseling

A Report on Six Regional Dialogues Sponsored by

The National Commission on Working Women

Prepared for

The National Advisory Council
on
Women's Educational Programs

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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by

Cynthia Harrison

July, 1979

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THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

NOTE:

All statistical data in this report used to describe the female labor force come from publications of the Bureau of Labor Statistics, the National Center for Education Statistics, the Women's Bureau, Department of Labor or the National Commission on Working Women.

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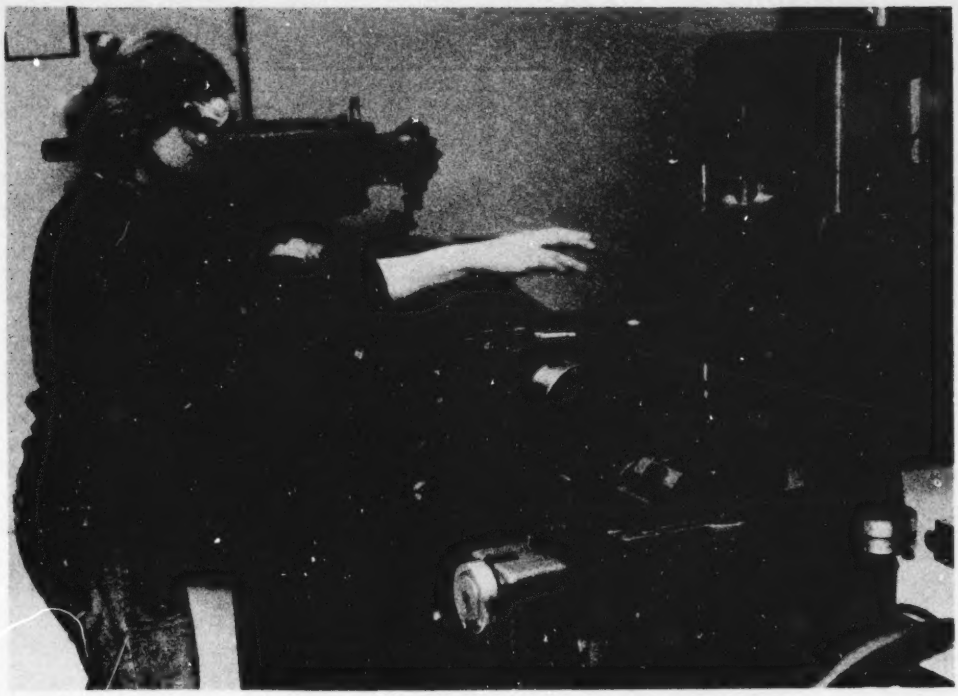

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INTRODUCTION

The National Advisory Council on Women's Educational Programs was established by Congress through the Women's Educational Equity Act to advise Federal officials on how to achieve educational equity for women. As the Council has carried out this mandate, it has examined the educational needs of a variety of special groups, including rural, Native American, black, and older women, displaced homemakers and single mothers.

The Council became increasingly aware of the plight of the eighty percent of working women who hold blue and pink collar (service work) jobs. Working women from every background repeatedly told the Council about the barriers they face in their struggle for upward mobility.

Four out of five American women who work outside the home hold low paying, low status positions. They work in service industries, clerical occupations, retail stores and factories. Opportunities for advancement are remote.

Education and training offer the possiblity of advancing into other kinds of positions, but often the women who need help most have least access to it.

As the Council was considering whether to conduct an independent investigation into the specific educational and training needs of "the eighty percent," a fortunate coincidence enabled it to join forces with the National Commission on Working Women in a significant and hopeful activity.

The National Commission on Working Women is a non-governmental organization created to concentrate attention on "the eighty percent."* In 1978, the Commission was holding a series of regional meetings or "Dialogues" with working women to explore and publicize their problems and needs. The Commission agreed that Council representatives should attend these meetings to gather information on the educational needs of working women. The Council and the Commission also jointly developed a questionnaire for participants, which the Commission distributed at the Dialogues. Observations of Council representatives at the Dialogues and data from the questionnaires make up the bulk of this report.

Eliza M. Carney

Eliza M. Carney
Council Chair

* For a more detailed explanation of the Commission's program, see page 7.

BACKGROUND

Working Women in Profile

- Secretaries and Clerical Workers

The largest group of working women (approximately 14 million or 42 percent of the female labor force) performs clerical duties.* They comprise 78 percent of all such workers. Over one-third of all working women who head families are employed in these jobs. Of the four million secretaries and typists, 98 percent are women.

Poor pay, lack of job security, inadequate opportunities for advancement and poor working conditions characterize these clerical positions. The income of women clerks has been falling in relation to their male counterparts: in 1956, the median income of women clerical workers was 72 percent that of male clerks; by 1962, this figure had dropped to 69 percent and in May, 1977, to 64 percent.

- Service Workers

Almost one-fifth (19.1 percent) of all women workers have service jobs. Service workers include private and industrial cleaning people; food servers, cooks, dishwashers, bartenders and waiters; health workers such as dental assistants, nursing aides, orderlies, practical nurses; and personal service providers such as child care attendants and hairdressers.

The largest group of women service workers are in food service; most of these are waitresses. Private household workers comprise 2.8 percent of working women and that is 97 percent of all who are employed in this field. (The number of women in private household work has decreased since 1960, possibly because fewer women have been willing to accept these low paying jobs. In 1975, the median wage of full-time, year-round household workers was $2,556.)

In 1977, women service workers earned 65 percent of the wages of men service workers.

- Factory Operatives

More than four million women (10.5 percent of all working women) work in factories. These jobs include assembling or inspecting goods, operating sewing machines and other equipment, packing, wrapping, laundering and dry cleaning.

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* Unless otherwise noted, figures in this section are current as of February, 1979.

In 1977, these women earned 59 percent of the wages of their male counterparts.

- Saleswomen

Some 2.6 million working women (6.6 percent) hold sales jobs. The majority are in retail trade; the rest are largely in insurance and real estate, still overwhelmingly male-dominated fields. In 1977, full-time, year-round saleswomen earned 45 cents for every dollar earned by salesmen.

- Craft and Technical Workers

Only 1.8 percent of the female labor force (715,000 women) hold craft or similar jobs. About one-third of these women work in jobs closely related to homemaking skills, such as upholstering, decorating, baking and sewing. In 1974, women craft workers earned only 54 percent of the income of men in their field.

- Apprenticeship

Although apprenticeship is a key route to non-traditional craft jobs, in June, 1977, only two percent of apprentices were women. Sex discrimination, lack of preparation in high school due to sex stereotyping and age ceilings often bar women from apprenticeship programs.

In February, 1979, Wider Opportunities for Women, an advocacy group, criticized the Department of Labor for its lack of commitment to training programs for women. It pointed out that in fiscal year 1978, only 1.4 percent of the budget of DOL's Office of National Programs was spent on women's programs. At the same time, the Associated General contractors were notifying the Department of Labor that they would fail to comply with Departmental guidelines to expand the number of women in construction trades.

Affirmative action goals and efforts can increase the percentage of female apprentices dramatically. In Seattle, for example, a twelve percent goal for women in city financed construction projects was met easily in the first two years.

Participation of Working Women in Vocational Education

In 1976, young women had the highest participation rates of any group in vocational education.* For 18 to 21-year-olds, the number of women participating in vocational education per 1,000 greatly exceed that of men (43 compared to 33 for 18 to 19-year olds; 42 to 31 for 20 to 21-year olds). For women aged 22 to 34, however, the rate was

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* Unless otherwise noted, the figures in this section are current as of 1976.

considerably below that of men, possibly because of family responsibilities. For the age group 35 and over, women's participation rate was the same as men's.

Sixty percent of female students in vocational education programs held jobs, compared to 83 percent of male students. A large proportion of the women also ran households.

In fiscal year 1976, 910,811 women participated in adult basic and secondary programs.

In 1976, women earned 46.2 percent of all A.A. degrees.

Enrollment in vocational programs continues to be heavily sex stereotyped, despite recent changes in legislation and despite tremendous increases in the numbers enrolled in postsecondary vocational education institutions. The following table, based on Office of Education data, shows small, though encouraging, changes in the pattern of enrollment according to sex between 1972 and 1977.

PERCENTAGE DISTRIBUTION OF ENROLLMENTS IN VOCATIONAL EDUCATION BY SEX AND PROGRAM

	1972		1977	
	Female	Male	Female	Male
Health	84.7	15.3	78.8	21.2
Gainful home economics	86.1	13.9	83.9	16.1
Consumer homemaking	92.1	7.9	81.6	18.4
Office	76.4	23.6	75.1	24.9
Technical	9.8	90.2	17.0	83.0
Trade & industry	11.7	88.3	14.4	85.6
Vocational agriculture	5.4	94.6	14.8	85.2

Enrollment data show that women take 95 percent of health courses and 79 percent of business/commerial courses in vocational/technical schools. Men take 98 percent of the technical, industrial and trade subjects.

Of the 415 apprenticeable trades and crafts, only the barber/beautician trade has more women than men: 54.5 percent. In 1975, only 0.36 percent of all construction trades apprentices were women.

Use by women of negotiated tuition aid programs in the private sector has been minimal. Reasons for this include lack of information, discriminatory practices and, frequently, requirements that courses be directly related to improving performance in the employee's present job rather than providing skills for advancement.

Barriers to Participation in Postsecondary Education

Although women are more likely than men to finish high school, fewer continue their education. Except for programs such as nursing, beauty culture and clerical trades -- the traditional women's fields -- women are underrepresented in postsecondary schools, especially in those leading to degrees or certificates.

Five major sets of institutional factors tend to exclude women from eudcation beyond high school:*

- Admissions practices. These include sex quotas, age ceilings, limitations on part-time study and credit transfer, and attitudes of personnel.

- Financial aid practices. These include sex bias in awards, restriction of aid to full-time students, witholding of aid due to marital or parental status, inadequate plans for the deferral of payment, inadequate aid for childcare, insufficient employment opportunities for women students and differential charges for part-time study.

- Institutional regulations. These may concern residency and course load requirements, time limits and housing.

- Curriculum planning and student personnel services. These affect the location and scheduling of classes and the availability of external degree programs, part-time field work, counseling and childcare.

- Faculty and staff attitudes. These include the lack of encouragement or support for women, sex discrimination in job placement, sex stereotyping and the absence of female role models.

The lack of childcare is among the most important institutional problems facing women who wish to continue their education. Few educational institutions offer the kind of childcare services that can help mothers pursue further education and training. In 1977, the Center for Women's Opportunities at the American Association of Community and Junior Colleges

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* This material is based on National Center for Education Statistics report #NCES 75-407, Barriers to Women's Participation in Postsecondary Education: A review of research and commentary as of 1973-74, by Esther Manning Westervelt.

surveyed 1,200 two year and technical institutions and found only 132 with child care facilities on campus. According to a recent informal survey by child care advocates, fewer than 100 of the 1,900 four year institutions have developed child care facilities for students. Most of the facilities are located at teacher education or early childhood development programs or laboratories. Waiting lists frequently are long.

THE DIALOGUES

National Commission on Working Women

The National Commission on Working Women was created to focus on the needs and concerns of the 80 percent of women in the workforce who are concentrated in low-paying, low-status jobs. Commission members include women and men representing business, labor, Congress, media, academia and working women women themselves. The Center for Women and Work serves as the secretariat for the NCWW, implementing the Commission's programs and serving as a clearinghouse for ideas, information and research related to women in the workforce.

The Center is a separate unit within the National Manpower Institute, a private, nonprofit organization. A grant from the National Institute of Education (Department of Health, Education, and Welfare) provides major funding, and there are special project funds from the Ford Foundation, the Rockefeller Family Fund and private corporations.

The National Commission on Working Women hopes to help women in the 80 percent by exploring and publicizing their problems, needs and goals through regional meetings, proposing innovative programs and developing policy recommendations to improve the status of women in the workforce.

Activities

The centerpiece of the first year of the Commission's work was a series of regional meetings to bring working women together. These "Dialogues" were held in 1978 in Seattle, Washington (May 6), Denver, Colorado (June 3), Madison, Wisconsin (June 24), and Nashville, Tennessee (July 15). During the Commission's second year, 1979, meetings were held in Baltimore, Maryland (January 20) and Albany, New York (April 21). Each Dialogue was co-sponsored by an educational institution or a women's commission in the host state.

The meetings were invitational. NCWW and the co-sponsoring bodies sought the assistance of national, state and local groups in order to find potential delegates and each meeting drew several hundred applications. The co-sponsoring group chose the women from their city and state, while the NCWW selected delegates from other states in the area.

One hundred fifty women were invited from each region comprising eight to eleven states. The delegates were all currently employed

in clerical, service, retail sales, operative or craft categories. Selection took into account age, race and union membership in order to achieve a heterogeneous group that would reflect the composition of "the eighty percent." Those delegates who could not otherwise afford to attend received full financial assistance, provided by a special grant from the Rockefeller Family Fund.

Seven hundred thirty women attended the six meetings. Sixty percent of the delegates were white, compared with 86.6 percent of the female labor force as a whole; minority representation at these meetings was heavy. This group was unusual also in that almost 43 percent of the participants belonged to unions, compared with only eleven percent of working women in general. In age, 14.9 percent were under 25 and 8.9 percent were over 56. The occupational breakdown showed some differences when compared with the universe of non-professional women workers:

OCCUPATION	PERCENT OF DELEGATES	PERCENT OF NON-PROFESSIONAL WOMEN WORKERS
clerical	56.7%	40.0%
service	21.2%	26.5%
factory	13.0%	14.9%
sales	4.2%	8.8%
craft/technical	4.0%	2.4%

For the National Commission on Working Women, the goal of the Dialogues was to listen to women in "the eighty percent," to talk to them about the Commission and its goals, to allow workers to meet with decision makers in an unthreatening environment and to allow women to share with each other both negative and positive aspects of their work lives.

NCWW Chair Elizabeth Duncan Koontz opened each Dialogue with a call to working women to organize for change. Then the Commission presented the NCWW slide show, "It's About Time," which illustrates many of the problems of working women. Afterward, the delegates separated into ten small groups. They spent the next two or three hours together (with a facilitator and recorder in each group), discussing and documenting the problems of working women and proposing possible solutions.

The mid-day break included a luncheon and talks by national and state leaders. The afternoon was devoted to a dialogue with a panel of decision makers selected to reflect the composition of the Commission: business, labor, academia, state government and media.

(The Albany panel, for example, included a vice-president of Cornell University, the Secretary of State of Connecticut, a vice-president of Columbia Broadcasting System, a New York State Industrial Commissioner and the head of the New Jersey State Employees Association. The Seattle panel comprised a vice president of Northwestern Bell Telephone Company, an AFL-CIO officer, a television newswoman, the Director of Equal Opportunity for the Weyerhauser Corporation and a director of affirmative action at the University of Washington.)

Each workshop synthesized the problems and solutions it had discussed, and the panelists added their views. The floor was then opened for a general exchange where the delegates questioned panelists and commented upon their remarks.

Ms. Koontz closed each meeting with a warm message of hope for a continuing relationship among the women present. Plans for technical assistance and leadership skills seminars are being developed by NCWW as a follow-up to the Dialogues.

The Questionnaire

To help draw a profile of the women who represented "the eighty percent" at the Dialogues, the Commission distributed a questionnaire to participants. The questionnaire inquired about their ages, present and former occupations, education, job training and successful counseling. It asked whether training opportunities are currently available to them, what problems they have confronted in their search for the education and job training they need and what recommendations they would make to improve their situations. For every meeting except Denver, it also requested their race and marital status, the number of children under 18 and other dependents.*

Three hundred seventy-four women (or 51.2 percent of the participants) completed the questionnaire. Because of technical problems, few questionnaires came back from Seattle and Nashville, so the sample comes primarily from the Denver, Madison, Baltimore and Albany Dialogues.

Of those who returned the questionnaire, 60.2 percent are clerical workers, 16 percent service workers, 5.3 percent factory operatives, 2.1 percent saleswomen and 9.9 percent technical and craft

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* The questionnaire (which was revised after the Denver meeting) and additional data can be found in Appendix B.

workers. Thus, clerical workers and craft workers are over-represented while factory workers, saleswomen and service workers are under-represented.

Because 42 percent of the respondents are white, 21.9 percent black and 7.5 percent Hispanic or Native American, the sample also over-represents minorities.* Single and married people are under-represented, while women who are separated or divorced are over-represented. The age distribution is similar to that of the Dialogue participants as a whole.

Clearly, this sample is not at all a scientifically selected one, and data derived from the questionnaire are included only for illustrative purposes. However, many of the findings are suggestive, and a recommendation appears later concerning further research needed in this area. In the discussion that follows, data and comments from the questionnaires will accompany observations that working women offered during the regional Dialogues.

Problems and Recommendations

The National Commission on Working Women specifically asked the conference participants to develop a list of problems which they felt should be priority items. In each meeting, education and training opportunities ranked high on the list. In Seattle, the lack of training, education and access to non-traditional jobs appeared second on the list of problems, after low wages. In Denver, vocational education programs -- inadequate counseling, lack of financial assistance -- ranked fourth. Nashville women listed the absence of appropriate training first. Madison conference officials noted that "more and better education and training and counseling are top concerns."

The working women themselves, both in the workshops and on the questionnaires, addressed educational problems with great specificity and eloquence. Among the difficulties they mentioned are lack of time, money and opportunity to pursue educational goals, poor preparation due to sex stereotyping in schools and lack of adequate counseling at every level. They also acknowledged defeatist attitudes among themselves, their families, employers, teachers and counselors.

The participants also were asked to propose solutions to the problems they enunciated. Their recommendations concerning educational opportunities included provision of on-the-job training by employers, formation of information networks, enforcement of anti-discrimination laws, development of publicly funded child care, tuition

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* The remaining 37.6 percent of respondents did not indicate race.

reimbursement for women workers, expansion of apprenticeship programs, provision of good public school counseling for girls and sponsorship of more conferences like the Dialogues.

- Lack of Money

"I seemed to always have had to work to survive -- not much chance to stop and grab the next rung of the ladder." This statement, by a secretary of 24 years, the single parent of four children, was echoed by many others.

Of the 303 women who stated on the questionnaire that they have problems of any kind in getting education, 196 (64.7 percent) said money is a problem. Of single mothers, 67.1 percent said money is a problem.

	SINGLE PARENTS	SINGLE NO CHILDREN	MARRIED PARENTS	MARRIED NO CHILDREN
% WHO SAID MONEY IS A PROBLEM	67.1%	44.0%	50.0%	26.5%
% WHO DID NOT SAY MONEY IS A PROBLEM	32.9%	56.0%	50.0%	73.5%
TOTAL NUMBERS	79	91	66	49

Women in non-traditional jobs complained less often of money problems than did women with traditional jobs (37.5% versus 55.3%) possibly because non-traditional jobs pay more or because they often provide training.

It is not surprising that women would note money problems. In 1976, the median annual earnings of full-time women workers were $8,312 -- 60 percent of men's. Women accounted for 63 percent of those who earned between $3,000 and $5,000, but only five percent of those who made over $15,000. One-third of the families headed by women were poor.

Housing and food were the problems a Denver secretary listed. She had six years experience although she was less than 25 years old. She also mentioned the lack of money to pay for education and child care as obstacles to getting the job and training she wants. A black mother of two, widowed, stressed that she "cannot afford to go back to school; supporting children is main responsibility." Women are reluctant to go to school at the expense of their children's well-being.

Women whose children have grown also feel an economic pinch: "Money would be the main obstacle," said a sales clerk. The mother of five children, two under 18, wrote: "I wanted to complete my college with a degree in English and communications, and go into the publishing business with a goal of becoming an editor. After helping my husband through college plus three years, and working to help our older three children complete college, I have no money to go to college, and cannot afford to borrow because, at 46, I don't want the debt."

The 52-year-old mother of eleven children, four of them under 18, who is holding down two jobs, said: "I would love to take courses and further education, even get a degree...My problem at the moment is time and money. Are there scholarships available for a person my age?"

Clearly, money for the necessities and money to take care of children take precedence over money for education. Older women and single women with children face situations which are particularly difficult. Can anything be done to widen their options?

Blue and pink collar women do see ways in which financial support might be made available:

- They asked for the assistance of employers in terms of released time, tuition payments and other incentives at least at the same level enjoyed by other employees.
- They advocated aid from outside sources for older women who are so often closed out of financial aid opportunities.
- From state and local governments, they asked for aid so that they can go back to school and support their children at the same level as if they were working.

In summary, working women want enough money so that they do not have to attend classes while working full-time and raising a family, and they want money to provide adequate care for their children in their absence. They do not consider any of these demands unreasonable.

- Lack of Time

Time is clearly a second major obstacle to the working woman trying to get an education. The problem of time has two important facets. For the working woman with relatively minor household responsibilities, the hours that courses are offered often conflict with her job. For the single working woman with responsibilities for job, children and a home, it seems that no time exists in her life for further education.

Of respondents who indicated problems, 39.7 percent said that lack of time prevents them from getting education, and 29.1 percent noted the inconvenient timing of courses. Only lack of

information and lack of money were noted more often as problems. Again, single mothers felt the pinch most acutely, but one-third of all respondents felt they lack time and 24 percent remarked about the inconvenient timing of courses.

		SINGLE PARENTS	SINGLE NO CHILDREN	MARRIED PARENTS	MARRIED NO CHILDREN
LACK OF TIME A PROBLEM	YES	44%	[illegible]%	38.1%	14.3%
	NO	56%	71%	61.9%	85.7%
TOTAL NUMBERS		50	62	42	28
COURSE TIMES INCONVENIENT	YES	36%	19.4%	17.7%	21.4%
	NO	64%	80.6%	83.3%	78.6%
TOTAL NUMBERS		50	62	42	28

A Seattle woman noted that there is "no time for extras" for women who head households. A Madison participant said that, because she wants to use her time after work to be with her children, she cannot get a degree in night school. Another Seattle woman declared that she has too many chores to do after work to be able to go to school.

As a formerly married mother of two children, now working as a sales coordinator, put it: "Time is my worst enemy, being a head of household, two children, full-time career. Just a few hours a week of outside training would be useful, but I'm paid hourly."

The single mother of four children, who has been a secretary for twenty-four years, described her situation thus: "I can hardly make it as it is, working one full-time and one part-time job as well as being coordinator of children, in charge of food preparation, household maintenance, etc. School is out of the question in this case." Another woman observed, "It cuts me up in too many pieces" to get an education.

Women who are not single parents also complained of time constraints on educational opportunity. A young single woman with two years of college noted "with the low wages I am getting, I'm already 'donating' my time -- and my employer expects me to get additional in-house training on my own time -- IMPOSSIBLE!"

A young program coordinator for a Denver women's center cited

lack of time as a problem and explained: "I have to work days -- school at night takes forever!" A married woman with one child called attention to the "limited time to pursue education while employed full-time, but fierce competition with college degreed applicants -- no credit for experience."

There are some women whose motivation is sufficiently strong that they will "make time" under almost any circumstances to get the education they want so badly. Others will undertake further education only if the situation requires no sacrifice at all. But for the middle group, competing demands of job and family can be ameliorated by feasible changes, some of which already have taken place.

Recommendations concerning time took two forms. Some advocated that degree programs be available at night. Others suggested making time free during the day to permit workers to attend school. Three possibilities were brought forth:

- flexible job schedules which permit workers to choose when to put in their full work weeks;
- released time with pay for education;
- part-time employment.

The problem may be that, although these alternatives exist in some work places, they are not sufficiently wide-spread. It seems that the people who could make the best use of such opportunities are unable to find them.

- Lack of Child Care

Women who do have time to go to school still face the problem of arranging for the care of their children while attending classes. Women's comments about child care were often cynical. They clearly felt that this service could be provided if "the powers that be" desired to do so. More than one woman referred to the reported provision of day care during World War II when "they" wanted women to acquire training and work.

A 1970 report by the Office of Education, Report on Women and Continuing Education, noted that the provision of child care centers may be a necessary condition for full female participation in education. This surely affects working women, 38 percent of whom had children under 18 years of age in 1970. It affects minority women workers even more acutely, as 44 percent of this group had minor children. The President's Task Force on Women's Rights and Responsibilities reported in 1970 that "Department of Labor experts cite lack of child care as the most serious single barrier to job training or employment for low income mothers."

The Dialogue participants clearly would agree with this assessment. Many referred to the vagaries of elementary schools, which

give children days off without sufficient warning or insist that children come home for lunch -- both of which present the woman attending school with problems. Similarly, sick children require attention often not available in day care centers or public schools, so the mother must give up her time at work or school. One woman noted that"if women had a structured place to take their children, they would feel more relaxed about going off to a job or getting an education."

Again, single parents were the respondents most likely to remark that childcare is a problem: 39.2 percent did so. However, 25.8 percent of married mothers also cited childcare as an obstacle.

The 1970 Task Force report recommended Federal support for child care centers and said that a system of well-run child care centers available to all pre-school children should be a national goal. Virtually all respondents urged similar action. Most advised that these facilities be located at the workplace. Some felt that the service should be free; others that the users should pay fees assessed according to income.

Even when women asked for fully subsidized programs, they stressed the need for local control, regardless of the source of the money. Child care for children of night-shift workers, care for children during the summer months when school is out, care for sick children and care for infants and toddlers represent important concerns for most women with children.

- Negative Attitudes

Discouragement in the face of such obstacles is common. Participants cited many negative attitudes which hinder women in the quest for education and advancement. Lack of self-esteem, fear of being thought aggressive or homosexual ("All independent women are called lesbians," said a Seattle woman), jealousy, inability to take criticism, insufficient desire to "get ahead" all were put forth as attitudinal problems hampering women. Most attributed these attitudes to the way women are brought up.

A Madison participant noted that some of the blame has to go to the public schools who make the contribution of women invisible. Women, deprived of their past and taught to behave only in sex stereotyped ways, have to reclaim their history by self-education to compensate for "generations of denial of our heritage," she said.

Another woman noted the problem of apathy: "It won't do any good." A data processor, going back to school, expressed another common anxiety: "I'm 27 years old and starting school after nine years is scarey."

The phrase "women are their own worst enemies" appeared repeatedly, and women seemed willing to accept this responsibility. A black woman, widowed with seven dependents, who works as a cook for a university, commented that "my own motivation is slow." A junior college graduate wrote that her obstacle had been a "traditional 'part-time' philosophy. No real obstacle since identifying my personal desires and goals." A divorced mother of one pointed out that "having to work two jobs and fitting in college courses creates a lot of emotional stress."

About one-quarter of the respondents claimed that their own insecurity hinders them. Interestingly, this problem was mentioned by only one woman over the age of 56. Minority women found insecurity to be less of a problem than did whites.

AGE:		25 OR UNDER	25 - 40	41 - 55	56 OR OVER
INSECURITY A PROBLEM	YES	27.3%	27.0%	24.3%	4.3%
	NO	72.7%	73.0%	75.7%	95.7%
TOTAL NUMBERS		55	174	107	23

RACE:		BLACK	WHITE	HISPANIC	NATIVE AMERICAN
INSECURITY A PROBLEM	YES	14.6%	26.1%	21.1%	11.1%
	NO	85.4%	73.9%	78.9%	88.9%
TOTAL NUMBERS		82	157	19	9

Women need assistance in identifying desires and goals, and in overcoming anxiety so that they can achieve them. Respondents suggested that conferences, self-help networks, women's organizations and community groups can help women build self-confidence and the assertiveness they need to overcome destructive attitudes which prevent them from getting ahead. These same groups also can pass on information about local resources and programs for education and training. Future meetings, like those held by the NCWW, can provide "sister reinforcement," as one woman called it.

Many felt that, in addition to counseling women, it is important also to educate husbands, fathers, male employers and even women managers to the needs of blue and pink collar women. Several noted that convincing women that they are going to be working for the rest of their lives can help motivate them to seek advancement.

- Discrimination

NCWW Chair Elizabeth Koontz observed that women's attitudes toward themselves constitute an invisible shield against achievement.

She pointed out, however, that behind that invisible shield is yet another problem: the brick wall of discrimination.

The participants agreed. Sexism, racism, ageism and classism all were mentioned in the comments of delegates. A black administrative clerk asserted that "being female and black...white males really don't take you seriously." "I was denied a management position due to my sex," declared a Madison bookkeeper.

"There is a lot of 'silent' discrimination against women who seek management level jobs," commented a Denver college graduate. An Albany clerical worker stated flatly, "Women are not given consideration for job advancement in my company."

A young single waitress averred, "I was fired from a managerial job after six months of sexual harassment." A young corrections officer commented, "As a female, less is expected of me regarding promotion and advancement. Training for me is seen as entertainment rather than a means to a goal."

Women are not only victimized on account of their sex, however. A single black woman remarked that "too many employers appear not willing and ready to give educated minorities a fair chance in getting a responsible job." A Native American from Oklahoma criticized poor counseling for Native American students.

A mother of three reported encountering age discrimination. Many workshops condemned classism: professionals can use their experience and education to advance, but clericals must take tests.

About 15% of the sample cited discrimination as a problem. College-educated women mentioned discrimination more often than junior college graduates, who cited it more often than high school graduates. Separated and divorced women also encountered discrimination more frequently than the average.

EDUCATION COMPLETED		HIGH SCHOOL	JUNIOR COLLEGE	COLLEGE	GRADUATE SCHOOL
DISCRIMINATION	YES	11.9%	18.2%	22.2%	0%
	NO	88.1%	81.8%	77.8%	100%
TOTAL NUMBERS		101	55	27	3

MARITAL STATUS		SINGLE	MARRIED	SEPARATED/ DIVORCED	WIDOWED
DISCRIMINATION	YES	13.6%	11.4%	23.3%	0%
	NO	86.4%	88.6%	76.7%	100%
TOTAL NUMBERS		44	70	60	8

Several workers expressed the opinion that the new anti-discrimination laws have helped their situations. A factory operative said that she had had problems in the 'sixties, but "not now with the new laws." A production worker claimed: "I wouldn't have gotten a factory job that paid well if it hadn't been for affirmative action."

But the situation is not without pitfalls. A Denver woman said, "I need knowledge of how to deal with a work situation where I was hired only because the Government said 'hire women.'"

Inequality of educational benefits, failure to admit women and minorities to apprenticeship programs, and sexist counseling programs can all be remedied by a forceful application of anti-discrimination legislation. Women at every conference strongly advocated this action. They also realized, however, that they need to be informed about their rights under the law.

The various government jurisdictions thus have two responsibilities to the people: they must enforce the laws rigorously and they must make positive efforts to inform the citizenry of their rights and responsibilities under the law. Many women were enthusiastic about conferences and seminars such as the one they were attending. Television, newspapers, radio and direct mail can also be used to create a better informed public.

- Limited Course Offerings

Most women agreed that all kinds of education and training courses should be available at convenient times and at low cost. Several workers mentioned specific kinds of course offerings that they would like to see. A pharmaceutical buyer recommended "typing, business English, public speaking -- almost anything to improve self-esteem and stimulate interest." A secretary suggested "a program for women to give background in marketing with job placement after training." Another stated: "I feel that undergraduate courses in the small towns offered by larger colleges would help. Part of the one and one-half years I completed were in an extension course by Tennessee Tech. Also the vocational schools, at least in our town, offer only office (secretarial) and nurse-aide training for women. I'd like to see real estate courses, insurance courses, accounting, income tax preparation and other such training offered in night courses."

Suggestions included management training, consumer education, courses leading to certificates and degrees in non-traditional fields, standard degree programs and especially mathematics courses. Several participants complained that they cannot get regular college or graduate degrees by attending at night. They stressed that such training must be available in the evening hours.

Many women also called for courses concerning women's rights, the legislative process, unionization and other worker self-help information. They suggested that, in view of falling enrollments, colleges could find a new constituency in working women if they were willing to meet their needs.

Why Some "Solutions" Haven't Worked

- Educational Benefits on the Job

Many women reported that the assistance offered by employers for education or training is inadequate. Some employers limit educational benefits to upper level employees who are more highly paid and, more often than not, male. The result, as one Seattle woman expressed it, is that "the poor stay at this level and the rich get smarter."

One employer recently took educational privileges away from lower level employees. The woman reporting this incident felt that the employer, a university, feared to let lower level employees enhance their skills. A Baltimore woman also remarked on "the fear of employers that you are dangerous if you improve your skills and job knowledge."

A clerk-typist observed that the competition for educational benefits favors those who are already better prepared, and who therefore may need them least. This view is reiterated by a black school secretary, who explained: "Teachers, nurses, et cetera, are able to receive 'points' for attending classes whereas secretaries are not. It's as if we haven't a need to better ourselves."

Perhaps what they sense is the employer's recognition that increased skills may lead to expectations in terms of advancement and pay that s/he does not wish to, or cannot, meet for lower level employees.

Many employers offer tuition assistance and/or released time only for job-related courses. This may be because money spent by employers on education is not tax deductible if the courses train employees for new occupations.

A worker familiar with this situation pointed out, "Most clerical people really know that it's not going to help them too much to learn to type better." Such a policy also offers nothing to the woman desiring to move out of the traditionally female job arena. A Madison woman, referring to a friend, remarked, "She doesn't want to be a secretary forever, but they won't pay for anything else."

Other difficulties that the conference participants mentioned include not being told about educational benefits, or not being permitted to use them by unsympathetic supervisors or by supervisors who feel they cannot afford to lose the workers' time.

An Albany technician wrote, "The supervisor claims we are too needed for the job to be released for any absence for training. The job is too demanding to have any energy after hours to seek other training. I have been in this stalemate for two years." Similarly, another woman noted that mandatory overtime at her job prevents class attendance. Thus, working women assert that they have a great deal of trouble using employer-supported educational benefits to enhance their knowledge or train for better jobs.

- On-the-Job Training

On-the-job training also fails to supply women with a conduit into non-traditional occupations. In too many places, on-the-job training programs just do not exist. In the past, where such programs were available, women were not allowed to participate, and many still suffer the effects of that discrimination, being locked into lower-paying jobs. A secretary related, "In our company, men are trained first, and managers before non-management, so programs seldom work down to this level." Where on-the-job training is available, many women don't know about it.

A speaker at the Seattle program noted that women participate in apprenticeship in very small numbers. A reason, aside from lack of information, may be age limits which discriminate against women who have taken time out from their work careers to raise families or who have spent some years in the traditional jobs to which they were initially directed.

But women clearly see on-the-job training as a good alternative to further formal education. A secretary whose job will soon end is specifically looking for on-the-job training. Because she is divorced and responsible for the care of a small child, she doesn't want her preparation for advancement to take additional time away from her child.

Some women expressed the belief that they should not have to acquire training on their own. As one put it, women have to be qualified already but men merely have to show potential. Women want the same treatment.

In fact, whenever training opportunities are available, and women are aware of them, their rate of use is very high. (See table on next page.)

TRAINING AVAILABLE	RATE OF USE (by those reporting available training)
within company	59% (82 out of 139)
supported by employer	51.4% (74 out of 144)
within the community	57.1% (72 out of 126)
sponsored by union	53.2% (42 out of 79)

Many participants put question marks in response to the question of whether training opportunities are available in their communities. It may be that more opportunities for training are available than women are aware of. If they were directed to such places by competent counselors, it seems likely that even more women would use the chance to get further training.

On-the-job training could be important in helping women into non-traditional jobs. Some 89.3 percent of non-traditional job holders in the group were trained on the job, while 76% of those with traditional jobs had received on-the-job training. Conversely, only 3.6% of those with non-traditional jobs were trained in high school, compared to 38.7% of those with traditional jobs.

Women who used on-the-job training to break into traditionally male fields reported severe hostility from male co-workers. A factory worker avers that foremen and unions where she works "resist moving women into areas that are not traditional." A carpenter describes the "reluctance of men in this field to be supportive and helpful." A crane operator called attention to the "rejection and ridicule from men, including management," which she experienced.

Many women, however, do not think that they need further training. What they observe is the need for credentials, and the lack of respect for, or acknowledgement of, experience. A Denver woman declared: "I would like to be able to go out and take a test for a master's degree. I've had many people tell me that I am just as qualified as all the master's degree people they know. I can't get it because I can't afford to go to school, to take time off from work to do it."

A Seattle woman exclaimed, "That piece of paper is so important!" She related the story of a bi-lingual language instructor earning $3.47 per hour while her supervisor, who could not speak a second language, was earning $10 per hour because he has a degree. One participant called it "discrimination against people for not having degrees."

Clerical workers had two suggestions to help them break out of dead end jobs: apprenticeship training in skilled trades and in-house management training. A few participants also sought

Spanish-language training courses. Many women urged that employers recognize talent and experience as well as credentials when they offer promotions to employees. Some maintained that women should be encouraged to form unions to force employers to grant such benefits.

- Lack of Job Opportunities When Trained

Education and training are supposed to lead to a career and more money. This is not always the case. Women training as paraprofessionals sometimes find that the resistance of professionals makes their work difficult or impossible. A trained paralegal, working in a factory, cited "resistance from lawyers to hiring a paralegal." Another paralegal was unable to find a job in Washington, D.C., probably the best job market in the country for law related professions.

An ophthalmic technician observed that "the ophthalmic medical profession is not progressive in terms of hiring and training paramedic personnel." A dental paramedic complained of "getting the education, but not the career advancement and pay." Women living in small towns, company towns, areas of high unemployment or large concentrations of highly educated people have additional problems finding jobs even after training.

Women are very aware of this problem. A young secretary asked, "Even if job training is available, what good would it do? There's no place to move up." A bookkeeper from Albany observed: "The education part is easy. Getting a good job is the difficulty." An older secretary stated: "I believe opportunities for advancement are lacking more than education opportunities."

To help women avoid being trained for jobs that do not exist, participants suggested better counseling and better training programs. Said a factory worker: "First the job market must be reviewed to see where opportunities are really available; then apprentice programs must be set up to specifically train and educate women." Or, as another conferee put it, "Training should be tailored to existing jobs."

- Counseling

Good counseling can help to answer many of the questions women ask: What jobs are available? Which pay well? Where is training available? What kinds of aid are there? But only 29.7 percent of respondents said they had received good counseling from any source. The largest number of these (28.8 percent) had received help in school; the next largest group had found assistance in women-centered programs. Younger women reported help most often from women-centered programs, while women 26 to 40 years old had received counseling most often in school.

Good counseling is helpful in getting women into non-traditional fields: 43.8 percent of the respondents with non-traditional jobs claimed to have received good counseling; only 31.3 percent of those in traditional fields made this claim. Of non-traditional job holders who had received good counseling, almost half received it in women-centered programs.

Another index of the need for good counseling is that lack of information about job, education and training opportunities ranked second in the list of problems the respondents face in getting education and training. (Only lack of money ranked higher.) Lack of information regarding jobs was mentioned by 41.7 percent of the respondents, while 32.6 noted lack of information about educational opportunities. These kinds of informational needs could be met by good counseling.

Lack of good counseling is most severe for women in the 26 to 40 and the over 56 age groups.

AGE		25 OR LESS	26 TO 40	41 TO 55	56 OR OVER
HELPFUL COUNSELING RECEIVED	YES	44%	25.8%	39.1%	25%
	NO	56%	74.2%	60.9%	75%
TOTAL NUMBERS		50	159	92	20

Slightly more black and Native American women than white and Hispanic women reported having had helpful counseling.

RACE		BLACK	WHITE	HISPANIC	NATIVE AMERICAN
HELPFUL COUNSELING RECEIVED	YES	40.6%	31.7%	11.1%	44.4%
	NO	59.4%	68.3%	88.9%	55.6%
TOTAL NUMBERS		69	139	18	9

Many women expressed dissatisfaction with the counseling they had received in high school. One woman felt it was oriented too much toward college. Others found it sexist. One had tested high in mechanical aptitudes and was directed to business machines. A secretary with twenty years experience related how her tests had indicated that she could have been a successful physicist, but "the counselors guided me into secretarial classes."

With her daughter now grown, she is going back to college. About the counseling received in a job training school, she said, "I thought it was helpful -- now I know it was shuffling me into a dead end job!" These women, and others, felt good high school

counseling is crucial because "getting kids young is the solution."

Once out of high school, however, obtaining counseling of any kind is unlikely. Participants observed that counseling should be available off-campus because many women do not feel comfortable visiting or calling a two or four year college. Though college is not the only counseling opportunity, many women do not know where to go to get a more general kind of assistance.

Women expressed a need for counseling "to help you identify goals and objectives." After all, one can acquire a great deal of information about available opportunities but "you're still lost" if you don't know how to choose a particular path. As one woman put it: "I know I have to work for the rest of my life -- what do I do? Where can I go? What can I do with myself?"

Women need to know what kind of jobs are available in their areas in order to make good decisions about training. Many feel that homemakers, who have been out of the labor force for several years, require special attention.

One final problem mentioned in relation to counseling concerns the absence of women counselors. Some of the participants feel that men are not sympathetic to nor interested in counseling women. A Denver delegate related receiving very discouraging treatment from a male college counselor when she went to discuss the possibility of attaining a master's degree in psychology. Good, easily attainable advocacy counseling for women continues to be an important need.

Recommendations concerning counseling addressed both the needs of the women themselves and what they perceived to be needed for their children. For themselves, the women workers requested that specific information be available in their communities: which schools in their areas grant certain degrees; which degrees qualify one for nearby jobs; how to set career goals; how to break into one of the professions. To smooth the adjustment for the homemaker entering the labor force, participants suggested the creation of centers at educational institutions, special re-entry programs, counseling and educational programs for the homemakers and their families.

Many women stressed the need for improving high school counseling services for their children. A secretary asserted: "Girls must learn how far secretary -- waitress -- etc. pay does NOT go. And how dull it is. When fewer women enter this field, salaries will RISE! It's an old economic law of supply and demand. Tell the young girls where it's at -- attack the system this way!"

These blue and pink collar workers called for more orientation toward the professions for their daughters and a "more realistic preparation of children at all levels of school for the working world and life." Finally, they emphasized the need for non-sexist education: "Remove sexism in the schools -- starting in grade school through college. Attitudes have to be changed starting in the formative years."

CONCLUSION

Lack of money, lack of time, lack of adequate child care facilities, inadequate or non-existent counseling, few benefits, lack of on-the-job training, failure to acknowledge experience in lieu of degrees, discrimination, lack of job opportunity, negative attitutdes -- all these obstacles prevent blue and pink collar working women from obtaining the education and job training they need.

Those who overcome these obstacles often do so at very great sacrifice. But many of the barriers can be lowered and education and training thereby made accessible. This effort will require commitments from the Federal, state and local governments, private industry, academic institutions and individual women themselves.

RECOMMENDATIONS OF THE COUNCIL

I. The Council recommends to the President and the Congress that:

1. Federal anti-discrimination laws (including age discrimination laws) and regulations be enforced more thoroughly by all appropriate agencies to assure that women and girls are afforded educational as well as job equity. Such enforcement should cover career counseling, curriculum selection, classroom training, and postsecondary preparation so that in the future women can be better equipped to avoid the problems of today's working women.

2. effective programs of public information concerning citizens' rights and responsibilities under anti-discrimination laws be undertaken.

3. the Departments of Labor and Health, Education, and Welfare undertake a demonstration program to establish the costs and benefits of stimulating, by tax and other incentives, employer subsidies for employees' education and training. Such a program should cover both job-related and other education, should be designed to facilitate usage by lower level workers, and should analyze the results in terms of productivity and upward mobility.

4. the Departments of Labor and Health, Education, and Welfare undertake a joint effort to provide funds and technical assistance, under existing legislation, to augment local counseling services for women, within both educational and community settings. Such programs must offer information and assistance concerning the job market, non-traditional occupations, education and training opportunities, financial aid possibilities, childcare and other supportive resources, and individual goal-setting and career planning. They should seek out both employed women and homemakers needing their services.

5. the Federal government support with funds, tax incentives and consultation the establishment of locally-controlled child care centers for all children, including night and summer services.

6. the Federal government extend and publicize its programs for flexible working hours and part-time employment, which would permit women to train for new fields of work.

7. the Federal government establish a policy of hiring para-professionals whenever appropriate.

8. the Department of Labor encourage all employers to formulate and distribute career path manuals for all employees.

II. The Council recommends to the Secretary of Health, Education, and Welfare that:

1. legislative definitions be sought which would make less-than half-time students eligible for Federal student assistance programs.

2. state education agencies and institutions be encouraged to publicize the possibilities for adult students to receive academic credit for lifelong learning experiences, including academic credit based on demonstrated abilities acquired at work.

3. educational institutions be encouraged to make it possible for all degrees to be earned in classes with flexible hours such as evenings and weekends.

4. funds be provided under discretionary programs to support additional efforts, such as the NCWW Regional Dialogues, intended to foster self-confidence and networking and career-planning skills among working women.

III. Finally, because the needs and problems disclosed by this limited number of working women present major implications for society, the Council urges that the Departments of Health, Education, and Welfare and Labor allocate funds for more comprehensive research on the "80 per cent."

DEMURRAL

Several women at the various Dialogues took exception to the idea that further education represents a fruitful course for working women. "Before additional educational programs, I, personally, and maybe others, need more money," said one delegate.

Dr. Annette Flowers of Towson State University in Maryland said that education and training is often used as a byway: women get more education than they need.

Helen Remmick of the University of Washington pointed out that women with bachelor's degrees earn less than men with eighth grade educations. Women are more likely than men to have high school diplomas, as likely to have A.A. degrees and almost at a par for bachelor's and master's degrees. However, women's educational attainment tends not to translate into job status and pay as men's does.

On-the-job training, a characteristic of higher-paid men's employment, is rarer in women's jobs; women tend to pay to train themselves. But Remmick believes that women's best chances for financial reward lay in getting on-the-job training.

A single mother in Madison echoed her position: "I don't view education (read schooling) as the problem or the solution. Most women who work have learned more than enough on the job to warrant promotions and pay raises without more schooling. Making them go back to school first only provides the employer with yet another method of not dealing with his women employees. After women have started rising in their work setting, then I think talk about further education is applicable."

A woman who had been involved in a WIN program criticized it for initially implying that all women need to get off welfare is training. But, she added, "the program has grown up -- employment is where it's at."

Many of the women at the Dialogues expressed a fair level of skepticism about the commitment of the Federal, state and local governments to providing equal opportunities: "Thomases promises," said one woman.

A Seattle woman declared with some emotion: "We have seen, in the past few years, a downturn in legislation, in court decisions and in every kind of action on some of the gains made by the struggles of the women's movement from the early 1970's." Pregnancy, seniority, minority and basic human rights are being given short shrift, she said. This Dialogue, she added, will lead to yet another report "that will have all of the relevant information, have all of the sad plight." But the "people in Washington...(will) pat us on our heads and say, 'you've really got a long ways to go, baby, but pull yourself up by your socks and keep going.' I think it's a sham!"

Future action will tell if she is right.

APPENDIX A

Characteristics of Dialogue Participants

Total number of participants: 730

AGE	NUMBER	PERCENT
under 25	109	14.9%
26 to 40	362	49.6%
41 to 55	194	26.6%
56 and over	49	6.7%
unknown	16	2.2%
RACE		
Asian	9	1.2%
Black	163	22.3%
Caucasian	439	60.1%
Hispanic	47	6.4%
Native American	49	6.7%
unknown	23	3.2%
UNION MEMBERSHIP		
yes	312	42.8%
no	376	51.5%
unknown	42	5.8%
OCCUPATION		
clerical	414	56.7%
service	155	21.2%
sales	31	4.2%

(continued on next page)

OCCUPATION (continued)	NUMBER	PERCENT
operatives	95	13.0%
craft	29	4.0%
unknown	6	0.8%
COMMUNITY		
rural	130	17.8%
urban	382	52.3%
suburban	190	26.0%
unknown	28	3.8%

APPENDIX B

Questionnaire and Responses

EDUCATION, TRAINING AND THE 80%

The National Advisory Council on Women's Educational Programs, which advises the Department of Health, Education and Welfare, is cooperating with the National Commission on Working Women with the hope of improving educational opportunities for the 80 percent. To help us gather information on this subject, we are asking that you take a few moments to fill out this questionnaire on your educational and training experiences and needs. Your comments will be given careful consideration in the formulation of policy recommendations which will be made by the Council to the Assistant Secretary for Education.

1. What is your occupation?

2. How long have you done this kind of work?

3. If you formerly worked in other occupations, what were they?

4a. Highest educational level completed: H.S. __ Junior College__, 4 Year College __, Graduate Training __.

4b. Where were you trained for your job? (Check as many as apply.)
On the job __ In vocational high school __ In regular high school __
In post-high school voc-technical or trade school __
In community or junior college __ In 4 year college/university __
In a government "manpower" program (CETA, WIN, etc). If so, which one?

5. Did you ever receive counseling which was helpful to you concerning jobs and job training? If so, where was it given? (For example, job training school, CETA center, women's center, etc.)

6. Is education or training available to you for career advancement?

	Available	Those you have used
Within your company	_____	_____
Supported by your employer (tuition payments, released time, etc.)	_____	_____
Within the community	_____	_____
Sponsored by a union	_____	_____

7. Have you encountered obstacles to getting the education and job training you wanted?

   If so, what are the chief ones?

   Lack of information about possible jobs _____

   Lack of money to pay for education or training ____

   Lack of affordable childcare during education or training ____

   My own feeling of insecurity _____

   Lack of time _____

   Inconvenient time of courses _____

   Lack of information about education and training _____

   Lack of transportation to education and training _____

   Opposition of family to my getting education or training or an unusual job _____

   Discrimination or other (specify)

8. What, if any, additional educational programs or services would you recommend to benefit yourself, your family or your co-workers?

9. Ethnic background: Asian American ___ Black ___ Caucasian ___ Hispanic ___ Native American ___

10. Age: Under 25 ___ 26 - 40 ___ 41 - 55 ___ 56 and over ___

11. Marital status: Never Married ___ Married ___ Separated/divorced ___

12. Number of dependent children _____ Number of other dependents ___

Data from Responses to Questionnaire

Number of Respondents: 374

OCCUPATION	NUMBER	PERCENT	PERCENT OF NON-PROFESSIONAL FEMALE WORKFORCE, 2/79
clerical	225	60.2%	47.0%
service	56	15.0%	22.8%
operative	20	5.3%	14.9%
sales	8	2.1%	8.8%
domestic	4	1.1%	3.7%
technical/craft	37	9.9%	2.4%
other	24	6.4%	
traditional jobs	313	83.7%	
non-traditional jobs	56	15.0%	
unknown	5	1.3%	
supervisory jobs	45	12.0%	
non-supervisory jobs	326	87.2%	
unknown	3	0.8%	
LENGTH OF EMPLOYMENT			
0 - 2 years	82	21.9%	
2 - 5 years	121	32.4%	
6 - 15 years	115	30.7%	
15 years or more	53	14.2%	
unknown	3	0.8%	

FORMER OCCUPATION	NUMBER	PERCENT
clerical	106	28.3%
service	83	22.2
operative	24	6.4
sales	30	8.0%
domestic	5	1.3%
technical/craft	14	3.7%
housewife	5	1.3%
professional	17	4.5%
unknown	90	24.1%
traditional jobs	275	73.5%
non-traditional jobs	28	7.5%
unknown	71	19.0%
supervisory	11	2.9%
non-supervisory	290	77.5%
unknown	73	19.5%
LEVEL OF EDUCATION COMPLETED		
high school	166	44.4%
junior college	76	20.3%
four year college	39	10.4%
graduate school	8	2.1%
unknown	85	22.8%

	NUMBERS	PERCENT	
PLACE OF TRAINING			
on the job	293	78.3%	
vocational high school	24	6.4%	
regular high school	123	32.9	
post-h.s. trade school	55	14.7%	
junior college	51	13.6%	
four year college	49	13.1%	
government manpower	40	10.7%	
CETA	(26)	(65.0% of manpower training)	
WIN	(9)	(22.5% of manpower training)	
other	(5)	(12.5% of manpower training)	
HELPFUL COUNSELING			
yes	111	29.7%	
no	223	59.6%	
unknown	40	10.7%	
SOURCE OF HELPFUL COUNSELING (for 111 persons who had received it)			
job training	20	18.0% of those who received it.	
school	32	28.8% "	
CETA center	8	7.2% "	
women's program	28	25.2% "	
other	23	20.7% "	
AVAILABILITY OF EDUCATION/TRAINING			
available in company	139	37.2%	
(used by respondent)	(82)	(59.0% of those who reported availability)	
supported by employer	144	38.5%	
(used by respondent)	(74)	(51.0% ")	
within community	126	33.7%	
(used by respondent)	(72)	(57.0% ")	
union-sponsored	79	21.2%	
(used by respondent)	(43)	(45.0% ")	

OBSTACLES TO OBTAINING EDUCATION/ TRAINING	NUMBERS	PERCENT
yes	303	81.0%
no	71	19.0%

OBSTACLE	NUMBERS (374)	PERCENT OF WHOLE GROUP	PERCENT OF THOSE WITH PROBLEMS (303)
lack of information re: jobs	156	41.7%	51.5%
lack of information re: education	122	32.6%	40.3%
lack of money	196	52.4%	64.7%
lack of transportation	37	9.9%	12.2%
lack of child care	73	19.5%	24.0%
opposition of family	44	11.8%	14.5%
feeling of insecurity	89	23.8%	29.0%
lack of time*	60	31.7%	39.7%
inconvenient timing of courses*	44	23.2%	29.1%
discrimination*	28	14.8%	18.5%
other	102	27.3%	33.7%

* These three options were available to be checked to only 189 women, those at the Albany and Baltimore meetings. Percentages in column two (for these three items) represent percentages of 189; those in column 3 are percentages of 151, the number of women in Albany and Baltimore who indicated that they had problems obtaining training or education.

RECOMMENDATIONS

Women responding: 194 (51.9% of those who returned questionnaire)

RECOMMENDATION	NUMBER	PERCENT OF WHOLE GROUP (374)	PERCENT OF THOSE RESPONDING (194)
more education	52	13.9%	26.8%
job training	46	12.3%	23.7%
financial aid	27	7.2%	13.9%
childcare	20	5.3%	10.3%
raise consciousness	15	4.0%	7.7%
self-assertiveness	12	3.2%	6.2%
job opportunity	11	2.9%	5.7%
other	60	16.0%	30.9%

ETHNIC BREAKDOWN	NUMBER	PERCENT
Asian	0	0%
Black	82	21.9%
Caucasian	157	42.0%
Hispanic	19	5.1%
Native American	9	2.4%
unknown	107	28.6%

AGE		
under 25	55	14.7%
26 - 40	175	46.8%
41 - 55	107	28.6%
56 and over	23	6.1%
unknown	14	3.7%

MARITAL STATUS	NUMBER	PERCENT
never married	64	17.1%
married	115	30.7%
divorced/separated	94	25.1%
widowed	12	3.2%
unknown	89	23.8%
HAVE DEPENDENT CHILDREN	146	39.0%
HAVE OTHER DEPENDENTS	25	6.7%

OTHER DATA DRAWN FROM THE RETURNED QUESTIONNAIRES

HIGHEST LEVEL OF SCHOOL COMPLETED BY AGE

AGE	HIGH SCHOOL	JUNIOR COLLEGE	COLLEGE	GRADUATE SCHOOL	UNKNOWN	TOTAL NUMBERS
25 or under	38.5%	35.9%	25.6%	0%	0%	39
26 to 40	56.5%	27.2%	12.9%	2.7%	.7%	150
41 to 55	60.3%	26.0%	9.6%	4.1%	0%	73
56 and over	69.6%	13.0%	13.0%	4.3%	0%	23

HIGHEST LEVEL OF SCHOOL COMPLETED BY RACE/ETHNIC ORIGIN

AGE	HIGH SCHOOL	JUNIOR COLLEGE	COLLEGE	GRADUATE SCHOOL	UNKNOWN	TOTAL NUMBERS
BLACK	15.3%	34.6%	12.8%	1.3%	0%	78
CAUCASIAN	57.7%	23.1%	14.7%	3.8%	.6%	156
HISPANIC	57.9%	31.6%	10.5%	0%	0%	19
NATIVE AMERICAN	44.4%	33.3%	11.1%	11.1%	0%	9

OCCUPATION BY AGE

AGE	CLERICAL	FACTORY	SERVICE	SALES	CRAFT	OTHER	TOTAL NUMBERS
25 or less	48.1%	0%	20.4%	3.7%	20.4%	7.4%	54
26 to 40	62.6	5.2%	14.9%	2.3%	9.2%	5.7%	174
41 to 55	65.4%	6.5%	12.1%	.9%	5.6%	9.3%	107
56 and over	60.9%	13.0%	8.7%	4.3%	8.7%	4.3%	23

TRADITIONAL VS. NON TRADITIONAL JOBS BY AGE

	25 OR LESS	26 TO 40	41 TO 55	56 AND OVER	TOTAL NUMBERS
TRADITIONAL JOBS	73.6%	85.0%	89.6%	91.3%	302
NON-TRADITIONAL JOBS	26.4%	15.0%	10.4%	8.7%	53

APPENDIX C

National Commission on Working Women

National Leadership

Elizabeth D. Koontz
Raleigh, NC

Willard Wirtz
Washington, DC

Congressional Representation

Edward W. Brooke
Boston, MA

Barbara A. Mikulski
Baltimore, MD

George Miller
Pleasant Hill, CA

Corporate Representation

Joseph J. Famularo
New York, NY

Nancy L. Lane
Raritan, NJ

William McCaffrey
New York, NY

Richard D. McCormick
Basking Ridge, NJ

C. Reid Rundell
Detroit, MI

Media Representation

John Mack Carter
New York, NY

Dorothy Jurney
Wayne, PA

Jan Miner
Bethel, CT

Female-Intensive Occupations Representation

Day Creamer
Chicago, IL

Ruby Duncan
Las Vegas, NV

Henen McKinnon
Red Oak, VA

Della Shuster
Bothell, WA

Betty Samora
Alamosa, CO

Bonnie Vaughn
Jackson, MI

Labor Representation

Patsy Lou Fryman
Washington, DC

Gloria T. Johnson
Washington, DC

Odessa Komer
Detroit, MI

Cynthia McCaughan
Washington, DC

Joyce D. Miller
New York, NY

Addie L. Wyatt
Chicago, IL

Educational Research Representation

Pamela A. Roby
Santa Cruz, CA

Barbara Mayer Wertheimer
New York, NY

APPENDIX D

Resource List

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